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ABSTRACT

This annual report of the National Association for the Education of Young Children (NAEYC) is organized around the organization's three goals: (1) improving professional practice by promoting standards of excellence among and providing information and resources to early childhood professionals; (2) improving understanding and support for high quality early childhood programs among parents and the general public, as well as policy makers and the media; and (3) building and maintaining a strong, inclusive organization. In addressing the first goal, the report describes the following contributions to the development of young children: (1) the first videoconference entitled, "The Leading Edge"; (2) new position statement entitled "Learning to Read and Write"; (3) enhancements to NAEYC's accreditation system; (4) improvement in information exchange and idea testing; and (5) taking and promoting positions. In addressing the second goal, the report describes the following contributions: (1) new public policy activities; and (2) new public awareness activities. In addressing the third goal, the report describes the Summit II conference, held to explore structural changes necessary to meet the needs of the membership. The report concludes with a brief financial summary for the year. (SD)

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ANNUAL REPORT

October 1, 1997–September 30, 1998

Marilyn Smith

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Change Agent in a Changing World

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Life requires that we change. It cannot explore new possibilities otherwise.

Change Agent for A Changing World

As developmentalists, NAEYC members are agents of change, supporting young children in their growth, learning, and interaction with a changing world. As an organization, NAEYC also has a responsibility for exercising its leadership as a change agent.

The Association's varied role as a change agent is the focus of the 1998 NAEYC Annual Report, and it extends to all three of our goals: improving professional practice, improving public understanding and support, and building and maintaining a strong, inclusive organization.

Ironically, we who are change agents often resist change ourselves. It is tempting to embrace comforting traditions, assumptions, and practices rather than to change. Equally tempting, when we do acknowledge change, is to respond reactively rather than creatively and proactively.

Despite our temptation to avoid change, life and change go hand-in-hand: without change there can be no life! Like individuals, *"Organizations are living systems. They too are intelligent, creative, adaptive, self-organizing, meaning-seeking"* (from *A Simpler Way* by Margaret J. Wheatley and Myron Kellner-Rogers, 1996, published by Berrett-Koehler—as are all the quotes about change interspersed throughout this report).

A system maintains itself only if change is occurring somewhere in it all the time.

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People organize to do more. We seek out one another because we want to accomplish something.

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NAEYC's mission has always been about change—changing systems and individual behaviors to improve the quality of early childhood education and development for our nation's young children and their families.

Seventy-two years ago this organization was founded by a handful of professionals who realized that they needed each other to spark new ideas about ways to support and enable healthy development during the early years of life. Theirs was a proactive response to change—especially the early twentieth-century trend of placing very young children in group programs such as nursery schools, day nurseries, and child study centers. They banded together to share information, stimulate thought, and set standards.

In the first book published by our organization, *Minimum Essentials for Nursery School Education*, in 1930, Lois Meek Stolz's foreword stated that

> *The formation of the National Committee on Nursery Schools was a direct outgrowth of the desire of the specialists in nursery school education to keep a critical attitude toward the movement, to protect it from propagation at the hand of untrained enthusiasts and to encourage an experimental, open-minded attitude towards the development of new programs, techniques and organization . . . .*
>
> *The need to insure certain minimum standards in nursery schools and at the same time to protect the movement from becoming stereotyped and static were at once the concern and the dilemma of the Committee.*

Our founders succeeded in launching an organization that has been neither stereotypical nor static. Over the years, NAEYC has welcomed members from increasingly diverse disciplines, programs, practices, and cultures. At the same time, our tradition has encompassed many efforts to improve the methods by which the organization serves its membership. This has ranged from partnering with Affiliate Groups to recently conducting our first videoconference.

Our tradition of change should not obscure the fact that, in every decade and year, change has been accompanied by soul searching and debate. Preserving outmoded traditions and systems can be a disservice to our members, all early childhood professionals, and all young children and their families. However, in sifting through the many options for change, a degree of caution is necessary and appropriate.

It is essential that we constantly evaluate whether our organizational strategies are achieving the goals that we have established for NAEYC. It is easy to become so comfortable with existing approaches that we forget that our members—and the children and families they serve—face challenges and needs that are constantly changing.

The 1998 Annual Report is organized around the ways in which NAEYC acts as an agent of change in each of its three goal areas: Goal 1—improving professional practice by promoting standards of excellence among and providing information and resources to early childhood professionals; Goal 2—improving understanding and support for high-quality early childhood programs among parents and the general public as well as policymakers and the media; and Goal 3—building and maintaining a strong, inclusive organization.

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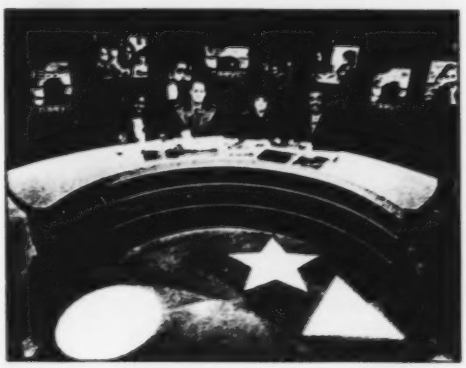
Goal 1: Improving professional practice

NAEYC strives to be an organization that supports and stimulates early childhood professionals to act creatively and find new ways of responding to change. New meanings, connections, and growth should enable them to practice in ways that contribute to the constructive development of young children.

- **NAEYC's first videoconference: *The Leading Edge***

The adoption of major revisions in NAEYC's position statement on developmentally appropriate practice challenged us to find better ways to help early childhood professionals create new meanings and connections that would inform their practice. Because the usual strategy of conducting training sessions at conferences would be untimely and reach too few people in this case, NAEYC took advantage of satellite technology to disseminate this crucial information. Our organization sponsored its first nationwide videoconference, *The Leading Edge*, offering an intimate seminar experience to 2,100 people in 30 cities.

The typical expense of flying in speakers to a single location, and thus restricting presenters to one or two experts, does not apply in this format. The seminar was enhanced by 10 experts who had helped conceptualize the revised position statement on developmentally appropriate practice. Telecommunication between each down-link site and the broadcast site offered live interaction.



Adult-learning experts helped NAEYC develop methods to increase the educational effectiveness of the videoconference. .

Any time we join with others, newness and creativity pop up to astonish us.

Rave reviews from participants of the videoconference seminar encouraged the Board to budget for a second *Leading Edge* videoconference in 25 cities, scheduled for March 12 and 13, 1999. Acknowledging the importance of keeping the content fresh and responsive, next year's participants will explore new examples of the basic principles.

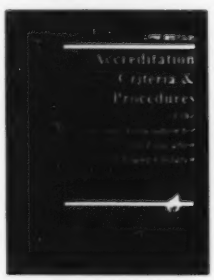
Three hours of new videos demonstrated the revised concepts of developmentally appropriate practice. The video material also supported instructors and trainers who conducted inservice and preservice sessions for early childhood teachers. Partial funding for developing the videos was provided by the Johnson & Johnson Family of Companies and the Pritzker Cousins Foundation

- **New position statement: *"Learning to Read and Write"***

A major achievement in 1998 was completion of a joint position statement with the International Reading Association, "Learning to Read and Write: Developmentally Appropriate Practices for Young Children." This is an exciting example of creatively addressing issues of major concern and controversy by asking experts with different perspectives to develop together a solid set of principles through exchanging information and challenging existing assumptions and interpretations. This dynamic process went beyond extensive review of relevant research, incorporating a wealth of information about how to apply the research and make wise decisions that help children learn to read and write.

The position statement, published in the July 1998 issue of *Young Children*, will be included in *Learning to Read and Write*, a book to be published by NAEYC in 1999. A new full-color brochure, *Raising a Reader, Raising a Writer,* informs parents and the public about the issues of highest interest to them.

- **Enhancements to NAEYC's accreditation system**



NAEYC's system for accrediting high-quality early childhood programs experienced a significant increase in participation as well as some major changes designed to enhance the quality of this vital service. More than 18,000 early childhood programs are currently enrolled in NAEYC's system, including more than 6,000 programs holding current accreditation status and nearly 12,000 additional programs participating in the self-study process that precedes accreditation. These figures represent a 14% increase over last year in the number of programs accredited and a 21% increase in programs in self-study.

Concurrent with the increase in accredited programs, NAEYC improved its Website so that Internet users—among both the membership and the general public—could search for NAEYC-accredited early childhood programs by locality. The Website's new capacity provides instant access to current information about accredited programs, and consumers are making heavy use of this information source. Other than NAEYC's home page, the search function for accredited centers is the most frequently requested page on our Website. Six of our 20 most frequently visited pages are related to accreditation, indicating the effectiveness of NAEYC's improved Website as a communication tool for promoting the concepts of high-quality early childhood programs and providing information about accredited programs.

Growing public awareness of the importance of accreditation became evident as the need for high-quality child care gained attention in the media as well as in both state and federal policy initiatives. Accreditation was included in many of the proposed federal child care legislative initiatives; it was a focus of President Clinton's child care proposals and directives; and it was part of numerous state policy plans and proposals.

The unprecedented level of policy attention to accreditation created the need to analyze systematically the implications of accreditation for public policy. The McCormick Tribune Foundation collaborated with NAEYC to sponsor a working conference with invited papers on the

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topic of Early Childhood Accreditation and Public Policy. One outcome of this meeting was agreement to develop a set of principles to guide policies relevant to accreditation. "Trends in State Accreditation Policies," a public policy report, was published in the September 1998 issue of *Young Children,* and an article summarizing lessons learned from accreditation will appear in the January 1999 issue.

Ensuring the integrity and reliability of accreditation decisions is an ever-present goal for NAEYC. The importance of this goal became more evident with the availability of data on the extent to which compliance with key indicators predicts accreditation decisions. These data, made accessible to NAEYC's acccreditation staff by their new computer system, are being used to improve training/retraining validators and design methods for testing validator reliability. A grant from the Mailman Family Foundation contributes to the initial work on designing training and testing materials to improve validator reliability.

Life leaps forward by the sharing of information.

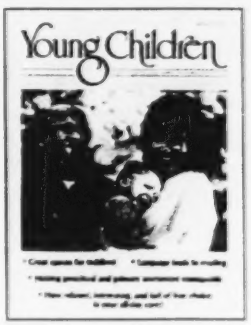
• Information exchange and idea testing

Improving the professional practice of early childhood education occurs only as individuals change their approaches. Although NAEYC, in its role as a change agent, cannot directly change practice, it can influence individuals to become better practitioners by

- nourishing them with information;
- establishing learning environments that make it safe to question, debate, and discover; and
- helping them find partners interested in creating solutions for similar issues.

Providing information and facilitating communication to support positive change are goals of NAEYC's publications, video, conference, and international initiatives.

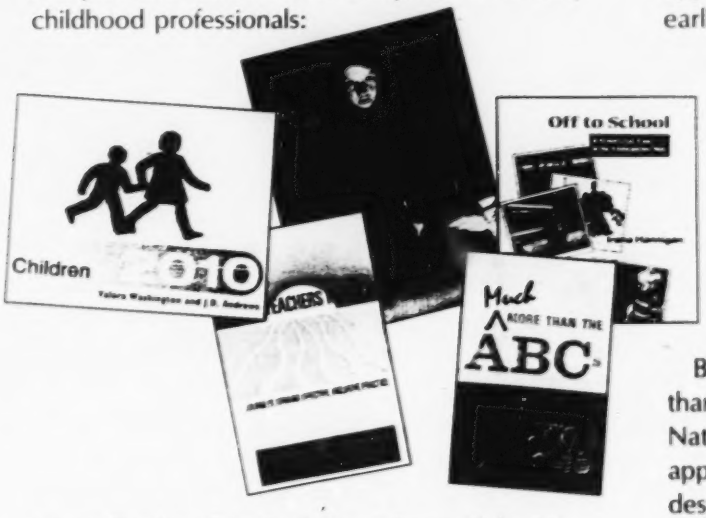
Publication and video resources that are readable and appealing, reliable in content, relevant to current issues, and economical are a trademark of NAEYC. Vigilance is required to maintain these standards for six issues annually of *Young Children;* four issues of NAEYC's research journal *Early Childhood Research Quarterly;* the development and production of new books, brochures, and videos; and revisions and updates of materials in print.



The development of NAEYC's information resources to support change and professional growth is a dynamic process involving potential authors and peer reviewers who provide ideas and constructive criticism. Authors and reviewers are changed in the process, but we wish we had a better idea of the ways in which readers and video audiences are changed. While each issue of *Young Children* was mailed to more than 106,000 addresses in 1998, we do not know the number of people who read parts of each delivered journal or who debate and discuss with others how to apply the ideas—a strategy known to promote changes in understanding and practice.

NAEYC continues to be extremely proud of the *Early Childhood Research Quarterly.* The quality and relevance of the content is a vital link in the Association's chain of resources for improving practice in early childhood education. The low level of subscriptions, suggesting minimal utilization of this vital resource, has prompted the Board to obtain a commitment from Ablex, the publisher, to increase and individualize promotion of the quarterly.

In 1998 NAEYC distributed 433,000 books, nearly 3 million brochures, and more than 10,000 videos, demonstrating that resource distribution is a far-reaching tool for information exchange among early childhood professionals. The titles of the new books released by NAEYC in 1998 reflect the complex and varied issues of importance to early childhood professionals:



Accreditation Criteria & Procedures of the National Association for the Education of Young Children—1998 Edition

The Children of 2010 by Valora Washington and J.D. Andrews

Much More Than the ABCs: The Early Stages of Reading and Writing, by Judith A. *Schickedanz*

Off to School: A Parent's-Eye View of the Kindergarten Year, by Irene Hannigan

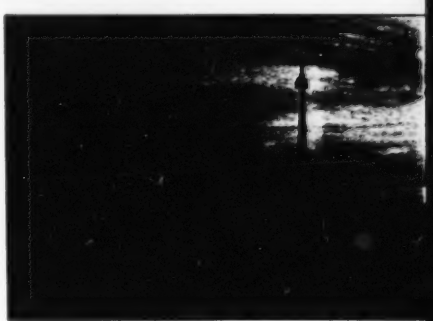
Remote Control Childhood? Combating the Hazards of Media Culture, by Diane Levin

When Teachers Reflect: Journeys toward Effective, Inclusive Practice, edited by Elizabeth A. Tertell, Susan M. Klein, and Janet L. Jewett

NAEYC expanded its book offerings through a special arrangement with Teachers College Press to distribute *Windows on Learning: Documenting Young Children's Work,* by Judy Harris Helm, Sallee Beneke, and Kathy Steinheimer, and *Project Spectrum: Early Learning Activities,* developed by Howard Gardner's Project Zero team. The main addition to NAEYC's video offerings in 1998 was *Tools for Teaching Developmentally Appropriate Practice: The Leading Edge in Early Childhood Education,* a set of videos, more than three hours in length, addressing 12 topics related to teaching developmentally appropriate practice. These videos, discussed earlier in the report, were developed in conjunction with NAEYC's 1998 videoconference, *The Leading Edge.*

Conference initiatives constitute one of NAEYC's most captivating strategies for engaging early childhood professionals in the exchange of information and testing of ideas. They help participants make new connections and consider changes in practice.

Both the Annual Conference, attracting more than 24,000 participants each November, and the National Institute Conference in June, involving approximately 800 early childhood leaders, are designed to be safe havens for the exploration, debate, and testing of ideas. The concepts for sessions come primarily from participants, and the content and format emphasize exchanges between presenters and audience.



Systems spring to life from agreements among individuals on how best to live together.

Both conferences foster collaboration among numerous organizations concerned with children's issues and give priority to creating networking opportunities for individuals.

This highly interactive mode of conferencing is based on the premise that individuals must be active participants if growth in understanding and change in behavior are to occur.

Life also expands and thrives by linking together.

Young Children International (YCI) is NAEYC's response to an increasingly global society, giving members access to worldwide knowledge and experience in improving early childhood professional practice. Communication through the Internet and by fax enables an international exchange of information on a speedy and economical basis. YCI is establishing communication links with a network of international colleagues for this purpose. In addition, YCI is proactively planning sessions for NAEYC's Annual and Institute conferences that will feature findings from international studies and presentations from international colleagues.

• Taking and promoting positions

Another tool NAEYC uses to fulfill its responsibility as a change agent is developing and promoting positions on issues relevant to the improvement of practice in early childhood education. These include our well-known positions on developmentally appropriate practice, discussed earlier. In 1998 other activity related to important positions involved ethical conduct, the professional preparation of teachers, and linguistic and cultural diversity.

Revisions to NAEYC's *Code of Ethical Conduct* were approved at the end of 1997 and published in 1998. To promote broader understanding and application of the revised Code, *Young Children* presented ethical dilemmas to encourage debate and visibility for the issues. Conference sessions focused on these issues as well.

Work on positions related to the professional preparation of teachers involved collaboration with other associations in the development of guidelines for elementary education programs to be used by the National Council for the Accreditation of Teacher Education (NCATE). NAEYC reviewed guidelines for principals and early childhood education programs developed by the National Association of Elementary School Principals (NAESP). Our organization continued to collaborate with the American Associate Degree Early Childhood Educators (ACCESS) to test and refine an approval system for associate degree early childhood programs.

NAEYC's position on *Responding to Linguistic and Cultural Diversity* was put to urgent use this past year as state and federal policy proposals were made to eliminate bilingual education. Our position provided support to both national and state advocates speaking out against such proposals. In an effort to heighten cultural and linguistic awareness, NAEYC incorporated concepts related to this issue into its videocon-ference seminar *The Leading Edge* and addressed the topic in its own training seminars and those sponsored by other organizations.

Living self-organizing systems ... create responses, necessary structures, meaning.

NAEYC's Advisory Panel on Linguistic and Cultural Diversity is reviewing all the Association's position statements to ensure that they reflect a positive and consistent focus on linguistic and cultural diversity. Plans are under way to create a video on second-language acquisition intended for use by teachers and the public.

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Goal 2: Improving public understanding and support

One of NAEYC's historic purposes has been to influence "systems"—institutional, agency, and legislative policies and funding—that advance or impede high-quality early childhood programs for all young children.

While this has always been a primary objective of NAEYC, it has never been embraced by the majority of members. Members view themselves, first and foremost, as teachers of young children; second, and not frequently enough, as partners with parents; and only occasionally as advocates for institutional and policy changes.

Yet children, their families, and the programs serving them do not operate in a vacuum. We are all part of a democracy with agreements about how best to live with each other.

At times, an existing agreement (policy) may no longer serve the best interests of the community. Policies and practices need periodic updates and corrections to be more supportive of children's developmental needs. And who is better qualified to participate in making positive changes than NAEYC members, who have knowledge and experience related to the components of high-quality environments for the education of young children.

Our organization—NAEYC—seeks to be a change agent in arenas of public policy and public awareness by using three initiatives mentioned earlier: nourishing individuals with trustworthy information; establishing environments where it is safe to question, debate, and discover; and helping individuals find partners interested in creating solutions for similar issues. It is important to note that these initiatives are integrally interwoven with other NAEYC programs, just as the professional development activities in the previous section involve related public policy and public awareness strategies.

• Public policy activities

NAEYC's public policy activities encompass legislative proposals and advocacy. As a national organization, we devote much of our attention to following, analyzing, and influencing federal legislative initiatives focused on the education and care of young children. However, because many responsibilities are shifting from federal to state agencies, our organization has a strong interest also in legislation and regulation at the state level.

NAEYC determines its position on specific legislative initiatives in two ways. First, existing NAEYC position statements on legislation, licensing, and practice often provide the guidance needed to determine if specific proposals can be supported by NAEYC. Second, the Public Policy Committee studies legislative proposals with unique components not previously considered, then formulates recommendations for approval by the Governing Board.

NAEYC worked with a broad spectrum of legislative issues in 1998, including

- new mandatory funding for the Child Care and Development Block Grant;
- funding for child care quality improvements such as improved licensing standards and enforcement, increased training and compensation for child care staff, and higher rates of reimbursement for accredited programs;
- expansion of the dependent care tax credit;
- an employer-related tax credit for constructing, renovating, or operating a child care facility;
- reducing class size in first through third grades;
- expanding learning opportunities for children before and after school;
- assisting schools in areas of high poverty in improving their technology;
- funds for the advancement of reform of reading instruction;
- a teacher recruitment and preparation program;
- the bill threatening to eliminate bilingual education for children whose first language is other than English; and
- student-loan forgiveness for early childhood graduates who work in the child care field.

NAEYC's work on federal legislative proposals includes consultation with congressional staff drafting the bills just listed; offering them resources, information, and suggestions; attending congressional hearings and press briefings; letter writing and Capitol Hill visits to key committee members in the House and Senate; many hours

of meetings with formal and informal coalitions of representatives from other organizations; summarizing and analyzing legislative initiatives to keep members and others informed about current activity; and encouraging others to lobby for specific action when appropriate.

NAEYC began using the Internet to supplement its long-standing strategy of relying on print media to communicate legislative information and advocacy recommendations for use by members and others. Although the columns titled Washington Update and Public Policy Report continue to be published in *Young Children*, they are often outdated by the time they reach readers. First-class mailings of Public Policy Alerts have been replaced with group fax messages, but most important, NAEYC invests heavily in keeping current, accurate policy information available on its Website.

Collaborative work with other organizations is a keystone in NAEYC's efforts to influence legislative action. During 1998, the most prominent example was NAEYC's participation in the Child Care Now! Campaign, a coalition of 30 groups organized by the Children's Defense Fund (CDF) to support the passage of legislation providing at least $20 billion over five years in new mandatory funding for the Child Care and Development Block Grant.

Another example of collaboration is NAEYC's participation in the Early Childhood workgroup of the Consortium for Citizens with Disabilities to evaluate the IDEA regulations.

NAEYC's accreditation system has moved noticeably into the policy arena. Many states have adopted, or are considering, legislation or regulation that seeks to improve child care quality through utilization of our accreditation system. Other states are studying NAEYC's accreditation criteria and/or licensing recommendations as they revise their licensing requirements and systems.

• Public awareness activities

NAEYC seeks to enlist the general public in constructive change by informing parents, the public, and policymakers about children's developmental needs and the practices that support their constructive development. The content of our public awareness messages evolves directly from NAEYC's official position statements:

- Why good early childhood programs are important to children, families, and society
- The characteristics of good early childhood programs and key ingredients such as teacher qualifications and developmentally supportive practices
- The barriers to excellence challenging many early childhood programs, such as inadequate compensation, underqualified staff, and poor program practices
- Strategies to address these barriers

If we aren't part of the system, we have no potency.

The methods of communication are multifaceted and have as their goal becoming a trusted and reliable source of information to ever-increasing numbers of people.

NAEYC's Website has greatly expanded our capacity for disseminating information about young children and early childhood education. In 1997 we exceeded 100,000 hits per month, and Web traffic during 1998 averaged between 500,000 and 600,000 hits per month. The management of our Website

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was brought in-house this year to improve control and efficiency in posting information. Some of the major Website accomplishments during 1998 include adding the following features:

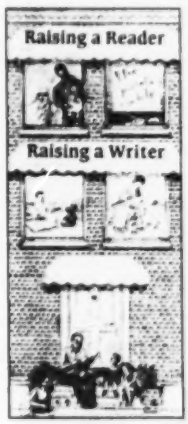
- a searchable list of NAEYC-accredited centers online, including search by location;
- an Early Childhood Career Center for posting position announcements and resumes;
- a searchable index of NAEYC publications, including *Young Children* articles from 1985 to the present; and
- links to Affiliate Group home pages.

Bimonthly news releases under the title Early Years are Learning Years (EYLY) cover many topics of interest to parents concerning child development and early childhood education. EYLY releases are posted on the Website on the 15th and 30th of each month. Frequently published or quoted in newspaper articles, they can also be downloaded for use in parent newsletters and staff handouts.

Interviews with media and policy representatives occur with increasing frequency as more people turn to NAEYC for information and opinions about issues they are investigating.

NAEYC also informs the public through the media. A prime example of using the media to inform the public will occur at the 1998 Annual Conference when Lifetime Television sponsors "Ask the Experts" on its Website, inviting parents to direct questions to early childhood experts attending the conference.

Enhancing communication skills for early childhood leaders is another strategy used to achieve NAEYC's public awareness goals. Media communication workshops are offered at conferences, and *The Leading Edge* videoconferences include a major component on effective communication techniques. NAEYC staff work to enhance both the framing and delivery of messages by participating in meetings such as one hosted by the Benton Foundation and Kids Count, which shared the results of several studies on communication strategies for advocates of early childhood education.



Brochures on topics of interest to parents and the general public constitute another effective public awareness strategy. NAEYC underwrites the cost of producing these brochures to make them affordable for agencies, centers, schools, and organizations to purchase in bulk ($10 for 100 copies) and distribute free. The effectiveness of this strategy is demonstrated by the fact that 3 million NAEYC brochures with more than 50 titles were distributed this past year. The new brochure *Raising a Reader, Raising a Writer* highlights for parents and policymakers key information about helping children learn to read.

Community involvement is promoted through NAEYC's sponsorship of Week of the Young Child (WOYC), celebrated nationwide each April. NAEYC produces materials and kits to support local organizers in designing community-oriented activities that will increase the number of people informed about and committed to improving the quality of early childhood programs in their community.

Children of 2010 is a 1998 initiative cosponsored by the W.K. Kellogg Foundation and NAEYC. It involved a small group of national leaders participating in a series of three dialogues to explore the implications of the cultural diversity that will characterize the United States in 2010. Its purpose was to collect thoughts, information, and ideas about ways to create a society in which the nation's young children will experience the concepts of liberty and justice. NAEYC's 1999 comprehensive benefits will include a publication presenting concepts and information from these dialogues.

NAEYC's quality, compensation, and affordability (QCA) initiatives during 1998

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include QCA messages that are part of all NAEYC public awareness activities. The QCA Program Recognition Project, conducted by the High/Scope Educational Research Foundation and NAEYC, identified exemplary agencies in their achievement of quality, compensation, and affordability. Lessons learned from these programs will be featured in an upcoming issue of *Young Children*.

Goal 3: Building and maintaining a strong, inclusive organization

Viable organizations objectively evaluate the effectiveness of the strategies and structure used to achieve their mission and avoid letting strategies and structure become their reason for being. Change per se is not an automatic fix. Therefore, NAEYC seeks to embrace meaningful, focused changes that enhance the effectiveness of the Association.

The Summit II Conference in April 1998 continued the two-year exploration of structural changes that our organization will require to meet the needs of members in the next millennium. The conference identified as a key issue the need to reconcile NAEYC's dramatic membership growth and access to information technology with its historic organizational structures. We have reaffirmed NAEYC's mission and goals—*"the purposes that have called us together"* (Wheatley & Kellner-Rogers)—but stated a strong desire to increase our effectiveness in accomplishing these goals.

A two-part strategy evolved from the Summit II Conference, building on the momentum and positive feelings of participants.

Part 1 is a plan for strengthening and clarifying the relationship between national and individual members so that the National Headquarters can deliver national membership services more efficiently.

Through Part 2, Affiliate Groups and individual members participate in a year-long planning process to develop recommendations for a new structure of relationships among Affiliate Groups, as well as between Affiliate Groups and the National Association. In keeping with our shared understanding that *"structures emerge, they are not imposed"* (Wheatley & Kellner-Rogers), this strategy calls for these relationships to be defined by Affiliate leaders, with input from individual members and with the support of the national board and staff.

NAEYC's mission is about changing systems and individual behaviors to improve the quality of education and development for our nation's young children and their families. In 1998 we have demonstrated a growing recognition that NAEYC's organizational strategies to accomplish this mission must also be about change. This requires change that is thoughtfully planned while we explore and experiment with better ways to improve our professional practice, improve public understanding, and improve our organization.

Systems do not accept direction, only provocation.

The source of change and growth for an organization ... is to develop increased awareness of who it is, now. If we take time to reflect together on who we are and who we could choose to become, we will be led to explore our agreements of belonging, the principles and values we display in our behaviors, the purposes that have called us together, and the worlds we've created.

– Quotes above and throughout from *A Simpler Way* by Margaret J. Wheatley and Myron Kellner-Rogers, © 1996, published by Berrett-Koehler.

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Acknowledgments

NAEYC ANNUAL REPORT
October 1, 1997–September 3[illegible]

NAEYC sincerely appreciates the following contributions that enhance our capacity to improve the quality of early childhood programs in a rapidly changing environment.

Ablex Publishing Corporation
Contributions to the editing of *Early Childhood Research Quarterly*

AT&T Family Care Development Fund
Accreditation scholarships to early childhood centers

International Business Machines, Inc.
Accreditation support through dependent care initiatives

Johnson & Johnson Family of Companies
Support for development of *Tools for Teaching Developmentally Appropriate Practice*, a three-hour videotape set produced in conjunction with NAEYC's videoconference *The Leading Edge*

W.K. Kellogg Foundation
Sponsor for *The Children of 2010*, a series of dialogues among a small group of national leaders to explore the challenges of building an inclusive society for children in the next millennium and for the continuing Goal One community project to improve the base needed for children's healthy development and school success

Mailman Family Foundation
Validator training and evaluation initiative to improve the reliability and validity of NAEYC accreditation

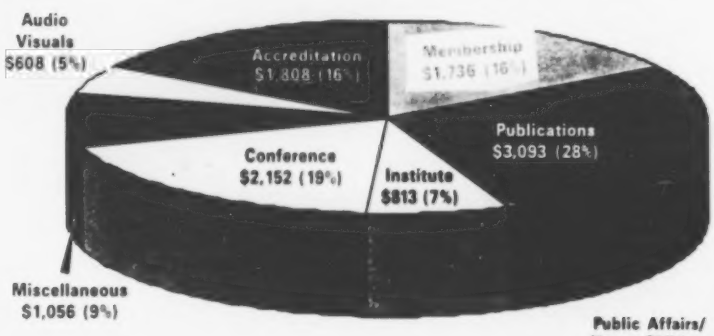
Robert R. McCormick Foundation
Sponsor for a Cantigny conference and early childhood program accreditation and public policy

Pritzker Cousins Foundation
Support for development of *Tools for Teaching Developmentally Appropriate Practice*, a three-hour videotape set produced in conjunction with NAEYC's videoconference *The Leading Edge*

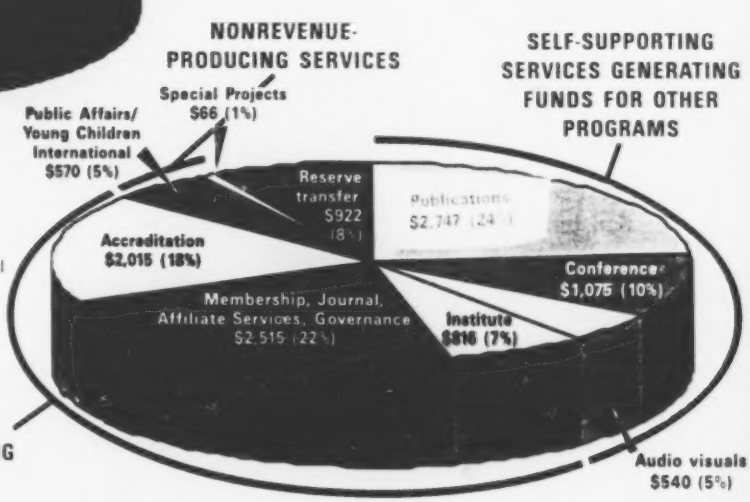
South Carolina Educational TV
Contributions to production of video training tapes

NAEYC 1997–98 Financial Summary

Total general operations income = $11,266
($ figures in thousands)



Total general operations expense and transfer = $11,266
($ figures in thousands)


NONREVENUE-PRODUCING SERVICES
SELF-SUPPORTING SERVICES GENERATING FUNDS FOR OTHER PROGRAMS
Special Projects $66 (1%)
Public Affairs/ Young Children International $570 (5%)
Reserve transfer $922 (8%)
Publications $2,747 (24%)
Accreditation $2,015 (18%)
Conference $1,075 (10%)
Membership, Journal, Affiliate Services, Governance $2,515 (22%)
Institute $816 (7%)
Audio visuals $540 (5%)
PARTIALLY SELF-SUPPORTING SERVICES REQUIRING SUBSIDIES

* Note: By policy of the NAEYC Governing Board, annual income beyond expenses is transferred to Reserves for emergencies (such as cancellation of a conference) or expansion (such as developing the accreditation system or purchasing headquarters space or equipment).

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